Dedication Festival

Boston Normal School

June Sixth and Eighth
Nineteen Hundred Eight

Anniversary Ode
1908

There's the sound of happy voices,
  There's the tread of eager feet,
When fair Normal's sons and daughters
  For the sake of *Lang Syne* meet.

Not with trumpet, nor with bugle,
  Nor with fife, nor beat of drum,
But with hearts a-throb, rejoicing
  Joyously her children come.

Not mere gifts of gold or silver
  Lay they at her feet in pride,
But the fruits of earnest purpose,
  Work ennobled, sanctified.

Truth, the motto that she gave them,
  Faith, the beacon light she shed,
While her words of wisdom, ever,
  To the goal *Endeavor* led.

As young children, in the twilight,
  Cluster round their mother's knee,
So, her sons and daughters, ever,
  Meet in love and loyalty.

Always ready, ever dauntless,
  Duty's call they never spurn,
Yet, with longing, in the gloaming,
  Thoughts to her and kindred turn.

May, each year, her children gather,
  Grateful ever, true of heart,
Thus, tho' tide of Time roll onward,
  They can never drift apart.

Though a-waiting long her kingdom,
  She hath come *into her own*,
Toiling, hoping, ever striving,
  She hath won her crown, her throne!

ANNA B. BADLAM.

Chairman of Festival Committee

Miss Lotta A. Clark

Designer of Pageant

Mrs. Cyrus E. Dallin

Rhythmical Director

Mrs. Lucia Gale Barber

Artist Decorator

Mr. Vesper L. George

Musical Director

Mr. Grant Drake

Advisers

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Dr. Edmund von Mach
Mrs. Kate Gannett Wells
Mr. Edwin D. Mead
Mr. Percival Chubb
Dr. E. M. Hartwell
Mr. Frank Chouteau Brown
Miss Dora Williams
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Mme. Beale Morey
Mr. F. Lyman Clark

Chiefs of Episodes of the Pageant

Mr. Frank Chouteau Brown
Mr. W. I. Cole
Mrs. Lucia Gale Barber
Mr. Vesper L. George
Mrs. Cyrus E. Dallin
Miss Gertrude Weeks
Miss Elizabeth Richardson
Miss Mary C. Shute
Miss Florence Lincoln
Miss Annie Niland
Miss Annie Reed
Miss A. M. Meyer
Miss Gertrude Dimick
Mr. Carl Johnson
Miss Helen Scott
Miss Ethel Haynes
Mrs. Laura Palmer Ingalls

Program

The Episodes

The episodes aim to suggest by picturesque and symbolic groups the various educational ideals of different epochs in the world's history.

The Interludes

The interludes, dances, rites, and choruses, aim not only to add rhythm, charm and variety to the spectacle, but to mark by forcible contrasts the changes in ideals from era to era. They aim to suggest that education is development not only of the intellect but of the emotional nature and of the body. By suggesting the first stages in expression, which were so vital a part of the life of ancient peoples, they help to create an atmosphere necessary for the appreciation of what certain epochs stand for in their relation to life.

Order of Procession

1. **Trumpeters in Roman Costume**
2. **Band-maids of Alma Mater**
   adapted from panels of Public Library Doors by D. C. French. They are robed in symbolic colors and carry attributes as in the bas reliefs. They are Knowledge, Inspiration, Truth, Romance, Poetry, Music.
3. **Alma Mater**
   adapted from statue of "Alma Mater" by D. C. French, at Columbia University.
4. **Education in the East**
   represented by scholars and priests, Hindoo; Egyptian bearing a statue of a god with a symbol of immortality; Persian; Hebrew, Moses and Elijah, the Law and the Prophets; Chinese; Japanese. These priests form a tableau and chant during the Oriental dance at second appearance.
5. **Oriental Dancers**
   at second appearance of Oriental group, dance the Rāsa Mandala, an ancient sun dance, common to many Oriental peoples, imitating the diurnal and annual movements of the heavenly bodies, to the chanting of an old Hindoo song, "Ode to Wisdom." The dance was a form of nature worship, and the child's game of "Bean Porridge Hot" is a relic of it.
6. **Greek Sages**
   Socrates, Plato, Aristotle, Homer, Herodotus, Sophocles, Pythagoras, "The long-haired Samian" with gold crown.
7. **The Nine Muses and Apollo**
   The Muses wear symbolic colors and carry attributes suited to their characters. They are followed by Greek maidens representing the Horæ, each wearing the golden grasshopper, emblem of music, in her hair. At their second appearance, the whole group chant an Archaic Greek hymn, while the maidens dance around Apollo.
8. **Group of Roman Sages**
   Seneca, Quintilian, Cicero, Virgil, Marcus Aurelius, Plutarch.

9. The Twelve Arval Brothers

a college of Roman priests presiding over Agriculture perform at their second appearance a rite, symbolizing the planting of the sacred bean, while a Roman May Dance, in honor of the fertility of the fields, is danced by men and women dressed in the colors of the fields and bearing flowers, fruit and agricultural implements. This celebration, a combination of rite and dance, suggests the earnest character of the dance in olden times.

10. Early Christian Education

The sudden change from the color and gaiety of the Romans to the sombreness of the group of monks reveals the fact that the minds of men were following a new light. The monks carry attributes to suggest how much the world owes to the monasteries for preserving art, literature, and learning during the Dark Ages. They sing a Gregorian chant, a form of choral melody, which was introduced into their church service in the sixth century by Pope Gregory the Great, who reformed and improved the music of the church.

11. Education in the Middle Ages

a. First group ushered in by Mediæval Heralds.

b. Alfred and Charlemagne, the greatest patrons of learning and education of the times.

c. Chivalry as an educational system. Knight in old French armor. Lady and page. Page carrying tilting spear. Clerk (Chaucer) with ink horn and roll.

d. Minstrelsy represented by troubadours. Peire Vidal. The troubadours sing lays at second appearance.

Second Group. *a*. The educational system represented by the Seven Liberal Arts—the trivium, grammar, rhetoric and logic, and the quadrivium, music, astronomy, arithmetic, geometry. This group is adapted from the frescoes of Simoni Memnii in the Spanish Chapel of Santa Croce. The Seven Liberal Arts wear Byzantine costumes similar to that in which Theodora, the wife of the Emperor Justinian, is represented. Their robes are of the seven prismatic colors, and they carry the attributes represented in the fresco, the narrow gate, the astrolabe, etc., all of which are explained in Ruskin's "Mornings in Florence."

b. Scholasticism is represented by Theology in black carrying a model of a church; and Scholastic Philosophy in

gray, wearing a veil and bearing a censer through the smoke of which (the mists of dogma and mysticism) she looks out upon the world.

c. Gutenberg, the inventor of printing, and Roger Bacon, who introduced gunpowder into Europe, represent the forces that changed the old order of things. It is interesting to note that Roger Bacon, in the 13th century, although seriously interested in science, was considered a wizard only.

12. Arab Scholars and their Followers

to recognize their influence on science by the establishment of schools of science at Cordova and Salamanca as early as the 9th century, notwithstanding the general lack of interest in science in the Middle Ages. At second appearance, after a Moorish dance, the group join in a religious rite at the call of the Muezzin.

13. The Revival of Learning

and the Humanist Movement of the Renaissance represented by the

a. Classics in Renaissance gown and carrying an illuminated manuscript of some Greek or Latin author.

b. Followed by Erasmus and Melancthon.

14. The Advancement of Modern Learning

by the study of

a. Science, in golden yellow to show the light and wealth it brings, wearing a royal crown and carrying a retort.

b. History, carrying a broken column.

c. The Vernacular, or Mother Tongues, represented by the greatest names in Modern Literature—Shakespeare, Dante, Racine, Goethe, Cervantes—followed by a group of philosophers and educators, Luther, Comenius, Locke, Bacon.

d. Beginning of New England education.

Master Cheever.

Dame school teacher.

15. Song from the "Meistersingers"

at second appearance to represent the craftsmen of the day.

16. The Morris Dancers

carrying folly sticks. At second appearance they dance, while Maid Marian, Robin Hood and his Merrie Men sing an Old English Morris Song. The Jeu de Merlles,

the games of naughts and crosses and of nine pins are expressions of this dance.

17. University Education

Group 1. Foreign Universities.

Oxford, Heidelberg,
Cambridge, Padua,
Paris, Naples.

This group sing "Gaudeamus Igitur" at second appearance.

Group 2. American Universities. Commencement Hymn by Prof. Greenough and Prof. J. K. Paine.

18. Elementary Education

Pestalozzi and group of German peasant children.

19. Kindergarten Education

At second appearance a group dressed like wood nymphs perform movements taken from regular kindergarten games combined to suggest the transition from autumn to spring:—the trees blowing in the autumn gales; the flowing stream; the frozen lake; the dance of the snowflakes; the warm spring sun; the trees in a spring breeze; the return of the birds; the awakening of the butterflies from the cocoons; their dance among the flowers.

20. Modern Education

Its means.

Learning, in a college gown with book and wand.

Industrial Education, in a gray gown with spider web, and carrying a distaff.

Special Education, carrying a book for the blind.

Its aims.

To develop Character, in white, blue and silver, carrying a winged globe to suggest the giving of the soul to service.

To bring about Peace, in white with olive wreath, branch and dove; Prosperity in gold, with horn of plenty; Happiness, leading a group of children garlanded with roses, who join in a merry dance; a modern classical dance, "The Spring Song," symbolizing the joy of living.

21. Final Tableau

22. Final Hymn

Music by Bostonia Orchestral Club, C. L. Staats, Director.

Boston Normal School

Boston has the honor of being the first city in the United States to establish and maintain a Normal School for the training of its own teachers. The beginning of the school dates from 1852. "It was found, however, that girls fresh from the grammar schools were not fit candidates for normal training." So in 1854 the school committee, with a view to adapting the school to the double purpose of giving its students high school and Normal instruction, caused the "introduction of a few additional branches of study and a slight alteration in the arrangement of the course," and called it the Girls' High and Normal School. This state of affairs continued for eighteen years, when it was found that the Normal element had become overshadowed by the high school work. Therefore, in 1872, the committee "separated the two courses and returned the Normal School to its original condition as a separate school," since which time it has been known as the Boston Normal School. It quickly took its position among the strongest of the normal schools in the country, requiring from practically the beginning graduation from a four-years' course in the high schools as a condition for admission. In this respect it was more than twenty years in advance of the most progressive schools in New England. Candidates for admission from outside of Boston were obliged to show by special examination ability and attainments commensurate with the standards of the Boston High Schools. In 1901 a special examination of all candidates by the Board of Superintendents was added to the requirements for admission. Thus has the school maintained its position in the forefront of progressive requirement in the matter of scholarship.

The work of the school itself has expanded in an equal manner to meet the requirements from without and to help forward progressive growth in the schools of the city. The course, originally one year in length, was later made one year and a half, and in 1892 extended to two years. In 1889 a course in Kindergarten training was introduced, and in 1892 made a regular course of two years in length. Physical training was introduced into the course of study in 1889, and was made a department with special instructor in 1891. The corps of instruction, numbering three at first, has grown until at the present time it includes sixteen members in the regular staff, with six directors and supervisors giving some time to the school. There have

been but two principals of the school since 1872, Larkin Dunton, L.L.D., who served until his death in 1899, and Wallace C. Boyden, A.M., the present Head Master. For the past sixteen years about one-fourth of the whole time devoted to the course is given to observation and practice in the public schools of the city in the classes of skilled teachers specially selected for this purpose by the Superintendent, and this year one of the elementary school districts has been thoroughly organized with a corps of picked teachers to be used as a Model School. In 1894 a special course of one year was opened for college graduates, who were admitted without examination. About one hundred and thirty have availed themselves of this opportunity. A goodly number of graduates of the school have subsequently taken a college course, and been appointed in higher schools. (And now the colleges of this vicinity will admit without examination graduates of the school who meet certain conditions in the course which they have taken). Over ninety per cent. of the nearly three thousand graduates have begun their teaching in Boston, and are to be found in all grades of schools from the kindergartens to the college.

The school keeps up its helpful work with its students after graduation through graduate clubs organized for serious and regular study of education in its various phases.

For many years seriously cramped and hindered by shamefully inadequate quarters and equipment, the school, now located on Huntington Avenue, near the Fenway, is housed in one of the most commodious and well-arranged school buildings to be found in the country. We may therefore reasonably expect that the school will continue to be found in the front rank of progressive education in the country.

WALLACE C. BOYDEN.